REQUEST FOR APPLICATION
Fiscal Year 2017
(July 1, 2016 to June 30, 2017)

Career and Technical Education

State Competitive Grant for
New Programs, Program Expansion
& Program Improvement

Nevada Department of Education
Office of Career Readiness, Adult Learning & Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

STATE COMPETITIVE GRANT FOR NEW PROGRAMS, PROGRAM IMPROVEMENT & PROGRAM EXPANSION

I. Overview of State CTE Funds

For fiscal year 2017 as approved by the 2015 State Legislature, **$12,343,822** is available in state funds to support career and technical education in eligible school districts and charter schools. In accordance with Chapter 388.393 of the Nevada Revised Statutes and Senate Bill 515, after 30 percent is allocated for competitive grants, the remainder of the state money is allocated to school districts and charter schools based on duplicated CTE student counts in each high school and eligible charter school.

- ❑ Competitive Grants (30%): $3,703,147
- ❑ Allocation Grants (Balance of Funds): $8,640,675

Career and technical education programs are organized under six program areas: Agriculture and Natural Resources Sciences; Business and Marketing; Education, Hospitality and Human Services; Health Sciences and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. All expenditures must support programs according to the State CTE Course Catalog. (See the State CTE Course Catalog for information on programs and course sequences within a program area.)

Each school district or charter school will submit one application for these funds.

$3,763,147 for competitive grant applications*
According to NRS 388.393, Section 1, the board of trustees of a school district or the governing body of a charter school may apply for a grant for a program of career and technical education. Following additional statutory requirements of subsection 4 of NRS 388.392, the representatives of the industry sector councils will review the applications and make recommendations to the Executive Officer (Superintendent of Public Instruction) of the State Board for Career and Technical Education, who will award grants for the purpose of developing new programs or expanding existing programs based on the goals, funding purposes, and criteria of the program of career and technical education in the following sections.

II. Key Provisions and Uses of Funds

The purpose of State Competitive CTE grants is to drive change at the school or district level through the development, expansion and improvement of high school career and technical education programs. Any program selected for funding must be listed in the State CTE Course Catalog for academic year 2016-17.

The primary goal of the competitive funds for FY17 is to increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment through the development, improvement and expansion of high quality, high impact programs. Specifically, the Department of Education has established the following strategic goal to increase CTE program completion rates:

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

The rationale behind this goal is higher program completion rates will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates and higher graduation rates. Further, students who complete a program of study and earn the State Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

State competitive funds for new programs, program expansion, and program improvement *must be used strategically* by the school district for priority needs. **First and foremost, the funds must be expended to provide CTE programs where such programs do not exist or do not fully exist at those sites where students have no or little opportunity to complete a CTE program of study**.

The following three funding purposes are supported with competitive grant funds for the development, expansion and improvement of programs:

(1) New Programs
Funds may be used to develop new programs where such programs did not exist. Proposals must demonstrate how funds will be used to start new programs that will include full course sequences to the completion levels, as per the course sequences in the State CTE Course Catalog for academic year 2016-17. New programs must align to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited, such as the GOED Consensus Rankings of CTE Programs and High Demand Occupation Analysis.

Priority status will be given to those applications that demonstrate the capacity to increase CTE program completion rates.

Allowable uses of funds include planning, curriculum development, equipment and supplies, teacher training, and teacher salaries. The sustainability plan must describe how the program costs will be paid after the funding expires in June 2017.

Any program development requiring the installation of equipment or facility modifications must describe in detail the applicant's capacity to complete such modifications.

(2) Program Expansion
Funds may be used to expand programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; (2) the program has current enrollments; and (3) the course sequence must be completed according to the CTE Course Catalog for academic year 2016-17. Eligible programs must align to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited, such as the GOED Consensus Rankings of CTE Programs and High Demand Occupation Analysis.

Priority status will be given to those applications that demonstrate the capacity to increase CTE program completion rates.

Allowable uses of funds include planning, curriculum development, equipment and supplies, teacher training, and teacher salaries. The sustainability plan must describe how the program costs will be paid after the funding expires in June 2017.

(3) Program Improvement

Funds may be used to improve programs according to the criteria listed below. Please note that program improvement is designed to move a program to a new level based on state standards and industry requirements.

The key elements of each criterion and examples of uses of funds are listed below, as they may apply to the development of new CTE programs:

Standards and Instruction

The CTE program is organized according to the courses and course sequences in the CTE Course Catalog and the program follows the approved state CTE standards. Each CTE program must be developed according to a comprehensive program of study, following state guidelines that lead students to program completion levels. Each CTE program must demonstrate the full integration of the state standards Employability Skills for Career Readiness.

Funds may be used to develop and implement CTE programs of study to include but not limited to development of approved courses, implementation of state standards, curriculum materials, and professional development. New programs must align to regional and/or statewide initiatives for workforce and economic development and based on strategic recommendations to support state goals for economic growth and diversification.

Leadership and Citizen Development

Students develop leadership, citizenship, interpersonal and employment skills through involvement in the following career and technical student organizations (CTSOs): DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

Funds may be used to develop and to support student involvement in CTSOs, including professional development to implement CTSOs. The amount of funds used for travel expenses must be reasonable.

Note: Competitive funds may only be used for CTSO support at schools where the organization(s) do not exist.

Practical Application of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulation and/or work-based learning experiences. The application of occupational skills is directly linked to state CTE standards or a related work-based learning experience.

Funds may be used to support the implementation of work-based learning opportunities for students, including but not limited to internships, job shadowing, and cooperative work experience that is related to the CTE program.

Qualified and Competent Personnel

All CTE teachers are competent and qualified with the appropriate occupational proficiency. Ongoing professional development is provided to instructors.

Funds may be used for professional development and other needs to support the development and sustainment of qualified personnel.

Facilities, Equipment, and Materials

Facilities, equipment, instructional materials and supplies comply with health and safety standards and simulate current and emerging technologies, and are of sufficient quantity and quality to meet the needs of students.

Funds may be used to purchase supplies and equipment needed to maintain and improve programs to meet the requirements of state and/or industry standards. An alignment to state CTE standards should be included in the rationale to purchase equipment and/or items of value.

The application must demonstrate how all proposed items of value ($1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases ($5,000 or more) must include a description of student outcomes.

Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. Further guidance will be provided.

Community, Business and Industry Involvement

Individuals representing local business and industry, parents, administrators, postsecondary education, etc., serve on district level and/or subject-area advisory committees to provide support and guidance in the development, operation, and evaluation of the program.

Funds may be used for the development and implementation of community and business and industry partnerships, including district- and program-level advisory committees.

Career Guidance

CTE staff, guidance counselors and other resource personnel provide career guidance services to ensure that students enroll in CTE programs that are consistent with their aptitudes and career interests.

Schools without high quality career centers and services should be considered a high priority. Funds may be used to support career counseling and guidance according to the following general recommendations:

- *All students develop an education and career plan (four-year plan)*
- *Counselors and other resource personnel implement career development activities such as career fairs and interactive sessions with business and industry*
- *Enhancements to career guidance programs and services for students*
- *Professional development for counselors and informational resources pertaining to postsecondary job markets and continuing/higher education options consistent with career pathway plans*
- *Integration of real-world workplace examples into classroom instruction*
- *Expansion of community-level involvement of employers, economic development, chambers of commerce, etc. to strengthen support for career counseling and guidance services*
- *Implementation of "career engagement centers" to improve student access to career guidance services, to include resources such as Nevada Career Information Systems*

Program Promotion
There is a systematic plan to promote and market the CTE program within the school and community.

Funds may be used for program promotion, such as publications for students, parents, and other community members.

Program Accountability and Planning
There is a systematic means of assessment to ensure the program's overall scope, design, instructional content, and administration meet the instructional objectives. The assessment process is used to develop short- and long-range improvement plans.

Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.

Student-Teacher Ratio
Appropriate class size is maintained to ensure effective instruction and safe working conditions are maintained. Class sizes must be monitored closely, especially in lab settings where time-on-task and safety are concerned.

Funds may be used to ensure class sizes are maintained that provide effective instruction and safe working conditions.

Programs Leading to a National Credential or Certification
Programs lead to a national credential or certification that may be obtained in high school or through continued education in the career pathway. Such credentials may include industry specific certifications or broader credentials that further a student's preparation for employment in high-wage, high-skill, or high-demand fields.

Funds may be used align programs to national credentials or certifications, and to prepare students to earn national credentials and certifications.

III. Application Directions

These application guidelines must be followed by agencies applying for **competitive funds**. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures. Agencies will submit one application describing how funds will be used to support the purposes described in these guidelines.

Each application must include the following components provided in the following order:

    (1)   **Cover page (one page)**: Use the required cover page as the first page of the application and include all requested information and signatures.

    (2)   **Assurances (two pages)**: The district must sign the CTE Fund assurance page provided in the appendix.

    (3)   **Budget Summary (one page):** The budget summary must include all expenditures properly identified by object and sub-object code. The budget summary must be signed and dated by the superintendent or his/her designee.

(4) Budget Detail (no page limit): All proposed items of value and equipment must be itemized on the budget detail and include the proposed location(s) for purchases to be inventoried. Out-of-state travel must be itemized (name of conference(s)) with the anticipated number of attendees. Budget details may be organized by school or project.

(5) Form A: Size and Scope of CTE; Statement of Needs (two page limit): The application must describe the overall size and scope of CTE in the school district/charter school, including the numbers of students served, CTE programs of study offered, and high priority areas for growth and development to improve program completion rates. Provide a statement of needs to justify the funding proposal(s).

(6) Form B: Funding Purpose and Project Narrative (four page limit): *[Use one Form B for each distinct project. For example, the development of Computer Science programs in one or more schools would constitute a project and should be submitted on one Form B. If the agency proposes to develop more than one program, an additional Form B is required.]*

Note: New program development must be based on recommendations from the industry sector councils, economic development authorities, and other entities charged with determining the most critical workforce development needs.

The narrative must describe the purpose, scope, and need for the project/program, and must specifically address the following: (1) Programs must align to the economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited; (2) Alignment to postsecondary/industry credentials; (3) Description of how the program would result in improved program completion rates; (4) Description of how funds would be targeted to schools and student populations most in need.

Describe the measurable objectives and proposed outcomes for the project that support program completion. The objectives and outcomes must provide specific targets for student enrollments in beginning, intermediary and completion courses for the proposed program.

Provide a detailed timeline for project completion.

(7) Form C: Budget Narrative: Provide a budget narrative (Form C) for each Funding Purpose and Project Narrative (Form B) to describe expenditures by budget category. For example, if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used to develop, expand, or improve the program. **Staffing:** Describe the number of staff devoted to the project and   their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

(8) Form D: Demonstration of Collaboration (two page limit): Describe how the school district or charter school ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and

regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

(9) Form E: Description of Student Outcomes (two page limit): Describe how the purpose and goals of the application are designed to support improved student outcomes. Such outcomes may be related to graduation and dropout rates; student engagement; student acquisition of knowledge and skills leading to industry or postsecondary credentials; student preparation for internships and/or the workforce, among other outcomes. [Example: Enrollment in computer science courses will increase by 10 percent (as shown by number values.)]

(10) Form F: Demonstration of Sustainability (one page limit): Describe the agency's (school district) plan for continued sustainability of the proposed project and CTE programs affected by this application.

(11) Form G: Evaluation Methods (one page limit): Describe how the agency will evaluate and measure the success and outcomes of the objectives in this application. Include metrics and timeline for the completion of the evaluation.

(12) Form H: Prioritization of Projects: For those applications submitting more than one project, each applicant must prioritize the projects identified in each Form B. Include the Project Name, Fund Request, and provide a brief rational explaining how and why the project was prioritized.

Note: By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

IV. Submitting the Application

(1) Application Package

    a. Submit **one** application with a complete set of original signatures and **three** additional copies. The application must be approved by the designated authority in the school district or charter school.

    b. The application must be submitted in the order and format provided in these application guidelines. (1) Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail; (5) Form A: Size and Scope of CTE; Statement of Needs; (6) Form B: Funding Purpose and Project Narrative (provide one for each project); (7) Form C: Budget Narrative (provide one for each project); (8) Form D: Demonstration of Collaboration; (9) Form E: Description of Student Outcomes; (10) Form F: Demonstration of Sustainability; (11) Form G: Evaluation Methods; (12) Form H: Staffing; and (13) Form I: Prioritization of Projects.

    c. Items requiring signature are the **Application Cover Sheet, Assurances**, **Budget Summary, and Prioritization of Projects.**

    d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" white paper**. The font and font size must be **Times 12** with **single-spaced** typing.

(2) Mailing Address
    Mail the original and copies to: Michael Raponi, Director
                                           Office of Career Readiness, Adult Learning & Education Options
                                           Nevada Department of Education
                                           755 N. Roop Street, Suite 201
                                           Carson City, NV 89701

(3) Application Deadline
The application must be received by **5:00 p.m. on Friday, April 15, 2016** to be eligible for funding.
(Note: Electronically submitted copies will not be accepted)

(4) Information
For additional information, contact the Office of Career Readiness, Adult Learning and Education Options at (775) 687-7300.

FORMS:

- Application Cover Page

- Assurances

- Budget Summary

- Budget Detail

- Form A: Size and Scope of CTE; Statement of Needs

- Form B: Funding Purpose and Project Narrative

- Form C: Project Budget Narrative

- Form D: Demonstration of Collaboration

- Form E: Description of Student Outcomes

- Form F: Demonstration of Sustainability

- Form G: Evaluation Methods

- Form H: Staffing

- Form I: Prioritization of Projects

- Criteria for Review of Applications

STATE COMPETITIVE GRANT FOR NEW PROGRAMS, PROGRAM EXPANSION & PROGRAM IMPROVEMENT

APPLICATION COVER PAGE

Agency: _____

Application Director: _____
(Name, position and telephone number)

_____
(Email address)

Fiscal Manager: _____
(Name, position and telephone number)

_____
(Email address)

Monitoring Coordinator: _____
(Name, position and telephone number)

_____
(Email address)

Evaluation Coordinator: _____
(Name, position and telephone number)

_____
(Email address)

Accountability Reporting Coordinator: _____
(Name, position and telephone number)

_____
(Email address)

*Advisory Technical Skills Committee: _____   _____
(Signature of committee representative)   (Date)

_____
(Printed name of committee representative)

Application Submitted By: _____   _____
(Signature of authorized representative)   (Date)

_____
(Printed name of authorized representative)

* Signifies the Advisory Technical Skills Committee has been provided the opportunity to review and provide input for the funding priorities in the application.

ASSURANCES

General

1. The applicant will assure that all funds will be used for the purpose of developing, expanding and improving career and technical education programs and services for students.

2. The applicant will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade, except that equipment and facilities purchased with funds may be used for such students.

3. The applicant will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

Grants Management and Accountability

4. The applicant will ensure that all grant funds are managed and administered according to proper grants administration procedures to fully account for all expenditures.

5. The applicant will assure that maintenance of fiscal effort on either a per–student or aggregate expenditure basis is required.

6. The applicant will assure that funds made available under this fund for career and technical education activities will supplement, and shall not supplant, other existing fund sources for career and technical education activities.

7. The applicant will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.

8. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.

9. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.

10. The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.

11. Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This may include time accountability sheets for individuals funded under the state CTE funds.

12. Any income generated from activities funded by state or federal grant funds must be accounted for and used for the purposes of furthering the program or project objectives.

Personnel

13. Career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

14. All eligible recipients participating in federal and/or state funds available, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education State Accountability Information Network (SAIN); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.

15. All eligible recipients will provide sufficient information to the State to enable the State to comply with all reporting requirements.

Evaluation
16. Participating agencies will cooperate with and the Department of Education with the Program Quality Criteria self evaluation, advisory committee evaluation, and state/peer evaluation.

17. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.

18. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this fund.

19. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

Local Program Improvement Plan
20. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

Community, Business, Industry, Parent/Student Involvement and Appeal
21. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

State Requirements
22. The agency implements the requirements for advisory committees according to NRS 388.385 and NAC 389.

23. The agency implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.

24. The agency implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.

25. The agency implements the state assessment requirements for program completers according to NAC 389.800.

26. The agency provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

_____
(Printed Name and Title of Authorized Representative)

_____   _____
(Signature)   (Date)

NEVADA DEPARTMENT OF EDUCATION
Budget Summary

Agency: _____ **Project Number:** _____

Project Name: _____ **Fiscal Year:** _____

Check One: **Budget** _____   **Amendment** _____   **Number** _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	Total			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Total			
SUBTOTAL 100 – 600 & 800				$
Approved Indirect Costs Rate:** _____ %				$
700	730 Equipment			
TOTAL				$

* All items of value and equipment must be itemized in the budget detail
** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

_____   _____

Signature of Authorized Agency Representative   **Date**

Department of Education Use Only

_____   _____
Initial   **Date Approved**

FY'17 State CTE Competitive Fund Application

Budget Detail

Agency _____ **Project Name** _____

A	B	C	D	E	F
OBJECT CODE	**TITLE OF POSITION/ PURPOSE OF ITEM**	**PROJECT TIME (FTE)**	**QUANTITY**	**SALARY, RENTAL OR UNIT COST**	**BUDGETED AMOUNT**

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

Form A: Size and Scope of CTE; Statement of Needs

Directions: Describe the overall size and scope of CTE in school district/charter school.   Include numbers of students served, CTE programs of study currently offered, and high priority areas for growth and development to improve program capacity and completion rates. Include existing and projected targets for program completion.

Provide a statement of needs to justify the funding proposal(s) on the following pages.   Applicants must reference economic- and workforce-development priorities based on regional and state data.

* Limit this section to three pages

Form B: Funding Purpose and Project Narrative

Directions: Complete one Form B for each proposed project. A project is defined by new CTE program to be developed expanded, or improved whether at the school or district level. If a school district is implementing the same projects at multiple schools (i.e., expansion of an IT program), this may be considered as one Funding Purpose and Project Narrative.

* Limit this section to four pages (for each Form B submitted)
** Duplicate this form for each proposed project.

Funding Purpose (select one):

_____ New Programs   _____ Program Expansion   _____ Program Improvement

Project/Program Name:

Proposed Funding: $

Project Narrative: The narrative must describe the purpose, scope, and need for the project/program, and must specifically address the following:
- Support for economic and workforce development priorities and needs based on labor data and intelligence, such as the GOED Consensus Rankings of CTE Programs and High Demand Occupation Analysis;
- Alignment to postsecondary/industry credentials;
- Description of how the new program will result in improved program completion rates through either program development or program expansion;
- Description of how funds would be targeted to schools and student populations most in need.

Objectives & Outcomes: Describe the objectives and proposed outcomes for the project that support program completion. The objectives and outcomes must provide specific targets for student enrollments in beginning, intermediary and completion courses for the proposed program.

Timeline for Completion: Provide a detailed timeline for project completion.

Form C: Project Budget Narrative

A budget narrative must be completed <u>for each Form B</u> (i.e., each project). Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

Program/Project Name: _____	**Fund Request: $_____**

Object Code 100/200 Salaries & Benefits   Total: $ _____

Description:

Object Code 300/400 Purchased Services   Total: $ _____

Description:

Object Code 500 Transportation Services, Staff Travel   Total: $ _____

Description:

Object Code 600 Supplies   Total: $ _____

Description:

Object Code 800 Dues and Fees/ Other Misc.   Total: $ _____

Description:

Object Code 700 Equipment   Total: $ _____

Description:

Form D: Demonstration of Collaboration

Describe how the school district or charter school ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

* Limit this section to two pages

Form E: Description of Student Outcomes

Describe how the proposal will result in improved CTE program capacity and completion rates for all projects/programs in the application. Include specific numerical targets.

Describe how the proposal will result in other improved student outcomes, such as: higher graduation and lower dropout rates; improved pass rates on end-of-program assessments and the Workplace Readiness assessment; improved rates at which students earn the State Certificate of Skill Attainment; student acquisition of knowledge and skills leading to industry or postsecondary credentials; student preparation for internships and/or the workforce, among other outcomes.

* Limit this section to two pages

Form F: Demonstration of Sustainability

Describe the school district's or charter school's plan for continued sustainability of all proposed projects and CTE programs affected by this application.

* Limit this section to one page

Form G: Evaluation Methods

Describe how the school district or charter school will evaluate and measure the success and outcomes of the objectives for all projects in this application. Include metrics and a timeline by which the evaluation will be completed.

* Limit this section to one page

Form H: Staffing

Directions: Describe the number of staff devoted to the project(s) and their professional preparation. The agency must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the state funds for one cost objective (i.e., program related   activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

Form I: Prioritization of Projects

For those applications submitting more than one project, each applicant must prioritize the projects identified in each Form B. Include the Project Name, Fund Request, and provide a brief rational explaining how and why the project was prioritized. This information is for reference purposes only to support the application review process.

Priority #1:	**Project Name:** _____	**Fund Request:** _____
Rationale:		

Priority #2:	**Project Name:** _____	**Fund Request:** _____
Rationale:		

Priority #3:	**Project Name:** _____	**Fund Request:** _____
Rationale:		

_____
(Printed Name and Title of Authorized Representative)

_____   _____
(Signature)   (Date)

FY17 State CTE Competitive Grant Evaluation Scoring Rubric

Special Notes: (1) Although the three items under General Application Requirements below are not scored, the application could be disqualified or scored lower if the information is incomplete or not properly submitted. (2) Each project (Form B) and the related budget narrative (Form C) will be scored separately.

General Application Requirements	Yes	No
Organization of the Application: All required elements of the application were submitted in the order prescribed and meet page length, formatting, and font requirements. The cover page, budget summary, assurances, and prioritization of projects are signed.		
Budgets: The budget summary and detail are accurate and clearly detail the proposed expenditures by object code, purpose, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application.		
Prioritization of Projects: For those applications with multiple projects, the Prioritization of Projects (Form H) has been completed and signed.		
Staffing: An adequate description of proposed grant-funded staffing is provided.		

Form A: Size and Scope of CTE; Statement of Needs (15 Points Possible)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
The overall size and scope of CTE is sufficiently described, and includes numbers of students served and programs offered.	0	1	3	5
The highest priority areas for program development, growth and improvement properly identified.	0	1	3	5
The statement of needs provides sufficient rationale for funding proposal(s).	0	1	3	5

Form B: Funding Purpose and Project Narrative (35 Points Possible)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
The funding purpose and project narrative fully describe the purpose, scope, and need for the project/program.	0	1	3	5
The funding purpose and project narrative show how the project supports economic- and workforce-development priorities and needs, based on data. The data source(s) is provided.	0	1	3	5
The funding purpose and project narrative show how the project aligns to postsecondary credentials.	0	1	3	5
The funding purpose and project narrative describe how the program will result in improved program capacity and completion rates.	0	1	3	5
The funding purpose and project narrative describe how funds will be targeted to schools and student populations most in need.	0	1	3	5

The objectives and outcomes support program completion and include specific targets for student enrollments in beginning, intermediary, and completion courses.	0	1	3	5
The timeline for project completion provides a plan for implementation of the project to be completed in FY16 and beyond.	0	1	3	5

Form C: Budget Narrative (10 Points Possible)	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and fairly complete)	**Excellent** (concise and thoroughly developed)
Submitted one budget narrative for each project and which fully describes the proposed expenditures for each project.	0	4	7	10

Form D: Demonstration of Collaboration (15 Points Possible)	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and fairly complete)	**Excellent** (concise and thoroughly developed)
The description shows how collaboration occurred, including the involvement of teachers, administrators, and advisory committees. The description includes collaboration with economic- and workforce-development to support economic development priorities.	0	5	10	15

Form E: Description of Student Outcomes (15 Points Possible)	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and fairly complete)	**Excellent** (concise and thoroughly developed)
The description shows how improved CTE program capacity and completion rates will occur. The description shows how other student outcomes will be improved.	0	5	10	15

Form F: Demonstration of Sustainability (10 Points Possible)	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and fairly complete)	**Excellent** (concise and thoroughly developed)
The description properly explains how continued sustainability of all proposed projects will occur.	0	4	7	10

Form G: Evaluation Methods (10 Points Possible)	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Adequate** (clear and fairly complete)	**Excellent** (concise and thoroughly developed)
The description shows how the applicant will evaluate and measure the success of the objectives, and includes the metrics and timeline to complete the evaluation.	0	4	7	10

Total Score

____/110

Note: If necessary, this rubric may be modified by the Department of Education prior to the scoring of applications.